

Singleton Church of England Primary School

Musical Theatre- Fantastic Friday Overview

"Passion for LearningPassion for life"

Governors and school leaders facilitate a reflective and ambitious culture. Constructive challenge and creative ideas are encouraged, valued and used to inform whole school planning. The views of learners, parents, staff, governors, therapists, social workers and other stakeholders inform the evaluation of the quality of our work and provision, which in turn is used to identify areas for improvement.



Curriculum Intent

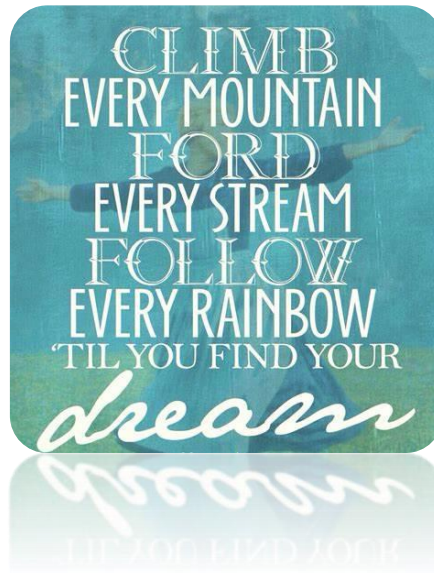
The aim of our curriculum is linked to our vision

School Vision

To provide the children with a wide variety of engaging and challenging opportunities enabling them to live life to the full. Developing a growth mind-set, believing that with God everything is possible. To show, love, trust, wisdom and respect, becoming exemplary role models in our community and the wider world.

The rationale behind this is...

At Singleton Church of England School, we believe that every child must be provided with opportunities to develop socially, emotionally, academically and physically to achieve the highest possible standards. The sky is the limit for our children. We seek to inspire each other and learn to value greatness, ambition and achievement of all kinds. To belong to Singleton School is an honour. Each of us aspires to reach a potential, which is not limited, but is given wings through the creative curriculum and our Christian Values, which will truly enable us to embrace living our lives without limits. As such, there is high academic/ vocational / technical ambition for all pupils, and as a school, we do not offer disadvantaged pupils or pupils with SEND a reduced curriculum.



To support with teacher workload / work life balance we allocate money in the school budget for 'Cultural Capital' experiences and we use this to pay for a peripatetic music teacher Natasha Brooke to come into school to support with the delivery of our Musical Theatre Offer.

Natasha Brooke

CT ABRSM, Teaching Certificate:

The Associated Board of the Royal Schools of Music.
The Arts Educational Schools London,
National Diploma in Professional Musical Theatre.

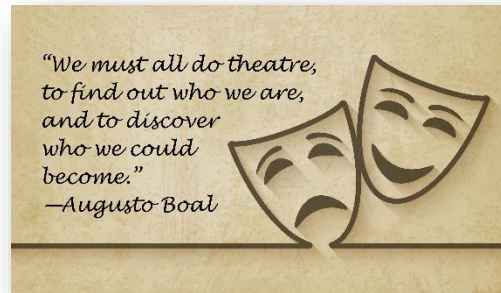


After graduating from Arts Educational Theatre School, Natasha immediately began working in the West End as a performer in the original cast of 'Martin Guerre', a Cameron Macintosh Production, working with the writers of Les Miserable & Miss Saigon, Boublil & Schonberg. Natasha achieved the role of Swing, which in layman's terms is the understudy to the leading female roles in the show. This production had an all-star cast and Natasha learnt her trade working alongside the best in the industry: - Iain Glenn



(Royal Shakespeare Company) James Corden ('Gavin & Stacey' & 'Horne & Corden') and Sheila Reid (TV series 'Benidorm').

Whilst in 'Martin Guerre' Natasha recorded an Original cast recording and also performed in the "Royal Variety Performance".



For the past decade Natasha has been the Managing Director of the successful Starmaker Performing Arts Academy & Starmaker Management Ltd and Performing Arts in Education. Performing Arts in Education is a Theatre Company that supports the delivery of the National curriculum Music through high quality Musical Theatre Opportunities. She has over 14 years teaching experience and is a qualified Peripatetic singing teacher with the Royal Schools of Music.

Curriculum Intent

The intention of our Musical Theatre offer is first and foremost to help children to feel that they are musical and to develop a lifelong love of music. Our Musical Theatre offer aims to provide opportunities for our children to develop their talents and interests within the musical theatre genre providing rich experiences in a coherently planned way, within the curriculum. The offer is further enhanced by the addition of high-quality specialist provision, enabling us to enrich and go beyond the expected.

The 'Performing Arts', platform provides an ideal platform for addressing aspects of 'Cultural Capital' allowing children to develop creative passions through Dance, Drama, Singing and Music. We take that one step further by providing tuition from an industry expert.

'Performing Arts', also support the learners 'Personal Development'. Children learn new skills, realise their talents, develop character and develop creative skills. Developing a creative mind and imaginations assist in children becoming happy and well rounded, resilient individuals. Furthermore, this plays a hugely significant role in promoting and supporting positive mental health & well-being, all of which are vital tools to equip a child for life.

With improved self-confidence and self-belief, comes a natural pathway for children to go on to master many more skills that will equip them for life, they become empowered in whatever career path they decide to follow as they become adults. When a child's confidence and self – belief grows, this naturally leads them to go on to acquire other necessary skills that will empower and equip them for life.

Although our children may not pursue Performing Arts professionally, participating in the performing arts via dance, acting, singing and music lessons, fosters confidence, self-belief, aspiration, encourages teamwork and communication skills, all of which are essential requirements for many professions

Within our school our Musical theatre offer promotes the following: -

- Personal Development- ensuring children are well prepared to respect others and contribute to wider society and life in Britain.
- Effective high-quality provision for Cultural development
- Effective, high quality provision for social development
- Effective, high quality, provision for moral development
- Effective, high quality provision for spiritual development
- Provide meaningful opportunities for pupils to understand how to be responsible, respectful, active citizens who contribute positively to society
- Support the school in consistently promoting the extensive personal development of pupils.
- Facilitating the school's ability to go beyond expected, so that pupils have access to wide, rich experiences
- Provide opportunities for pupils to develop their talents and interests within the musical theatre genre that are of an exceptional quality
- Provides rich experiences in a coherently planned way, within the curriculum

Implementation

Musical Theatre forms part of our Fantastic Friday offer for our KS1 and KS2 children where by they have a six-week block of Musical Theatre each year. Although our main focus is the enrichment of the delivery of the music National Curriculum, in actual fact we deliver Musical Theatre using a cross curricular approach as it naturally lends itself to coverage of: -

- Music
- English – spoken language
- PHSE – Relationships
- PE - Dance

How the Musical Theatre experiences / opportunities that we provide meet the National Curriculum expectations.

Curriculum Coverage, assessment and progression grids

National Curriculum Coverage		
Subject	Key Stage 1 Programmes of Study	Key Stage 2 Programmes of Study
English Spoken Language overview All pupils should be enabled to participate in and gain knowledge, skills and understanding associated with the artistic practice of drama. Pupils should be able to adopt, create and sustain a range of roles, responding appropriately to others in role. They should have opportunities to improvise, devise and script drama for one another and a range of audiences, as well as to rehearse, refine, share and respond thoughtfully to drama and theatre performances.	Spoken language – Years 1 to 6 Statutory requirements <ul style="list-style-type: none"> • listen and respond appropriately to adults and their peers • ask relevant questions to extend their understanding and knowledge • give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings • maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments • use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas • speak audibly and fluently with an increasing command of Standard English • participate in discussions, presentations, performances, role play, improvisations and debates 	

	<ul style="list-style-type: none"> • gain, maintain and monitor the interest of the listener(s) • consider and evaluate different viewpoints, attending to and building on the contributions of others • Select and use appropriate registers for effective communication. 	
Music The national curriculum for music aims to ensure that all pupils: <ul style="list-style-type: none"> • perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians • learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence • understand and explore how music is created, produced and communicated, including through the interrelated dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations 	Key stage 1 Pupils should be taught to: <ul style="list-style-type: none"> • use their voices expressively and creatively by singing songs and speaking chants and rhymes • play tuned and untuned instruments musically • listen with concentration and understanding to a range of high-quality live and recorded music • experiment with, create, select and combine sounds using the interrelated dimensions of music 	Key stage 2 Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory. Pupils should be taught to: <ul style="list-style-type: none"> • play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • improvise and compose music for a range of purposes using the interrelated dimensions of music • listen with attention to detail and recall sounds with increasing aural memory • use and understand staff and other musical notations • appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians • develop an understanding of the history of music
PE Aims	Key stage 1 Pupils should develop fundamental movement	Key stage 2 Pupils should continue to apply and develop a broader range of

<p>The national curriculum for physical education aims to ensure that all pupils:</p> <p>develop competence to excel in a broad range of physical activities are physically active for sustained periods of time engage in competitive sports and activities lead healthy, active lives</p>	<p>skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others.</p> <ul style="list-style-type: none"> perform dances using simple movement patterns 	<p>skills, learning how to use them in different ways and to link them to make actions and sequences of movement.</p> <ul style="list-style-type: none"> perform dances using a range of movement patterns
<p>PSHE From 2020, the following subjects will become compulsory in applicable schools in England.</p> <ul style="list-style-type: none"> relationship education in primary schools relationship and sex education in secondary schools health education in state funded primary and secondary schools <p>Musical Theatre naturally lends itself towards the relationship's aspects of PHSE – as outlined in the DfE guidance</p> <ul style="list-style-type: none"> It is a very powerful medium for exploring what a healthy relationship is and learning about the importance of resilience, perseverance, self – respect, self-worth, honesty, integrity, courage, humility kindness, generosity etc. There are key essential messages and themes within musicals that support understanding of what constitutes a healthy relationship and schools can identify the areas of PHSE that they feel need addressing and musical can be selected based on that 	<p>Relationships – DfE Guidance The focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults</p> <ul style="list-style-type: none"> Musical theatre readily lends itself to exploring relationships themes – for example Wicked / Joseph and his technicoloured Dream coat, Matilda etc. – within these for example the ideas of 'Healthy relationships can be explored <ul style="list-style-type: none"> Drawing attention to these in a range of contexts should enable pupils to form a strong early understanding of the features of relationships that are likely to lead to happiness and security. This will also help them to recognise any less positive relationships when they encounter them. 	

Curriculum Coverage, assessment and progression grids

Musical Theatre is one aspect of our music curriculum, it is bespoke to our school and to the needs of our children. We implement this from Y1. We carefully select musical genres that we feel reflect the age, needs and the circumstances of our children. The Musical Theatre lessons work alongside our Kapow Music scheme ensuring full coverage of the national Curriculum. The skills and knowledge taught supplement and enrich those covered within the Kapow scheme.

The Musical theatre aspect of music is assessed using the KLIPS. Assessment will be ongoing throughout the 6-week block coverage as specific KLIPS will be covered in certain lessons. Pupil progress / attainment against the KLIPS will be recorded on a simple tracking form which is rag rated.



Y1& 2 Musical
Theatre - KLIP trackir

Supplementing this a Key Assessment Opportunity – which is the last performance of the group of lessons. Staff assess the performance not only against the KLIPS but also against a criteria of working towards/ expected standard / greater depth – which mirrors similar expectations as outlined in the Kapow scheme of work. These have been developed to show outcomes for each age range in the mixed aged class. So, for example if you click below you will see what the outcomes look like for a Year 1 child and a year 2 child



1. Musical Theatre
Y1&2 Cycle A.docx



1. Musical Theatre
Y1&2 Cycle B.docx

Cycle A and Cycle B for each year group have been developed in a way so that the children cover the Key Knowledge and Skills in each year group whilst in a mixed aged class. The genres in the cycles are similar so for example in Y3 /4 the genre is Matilda in one year and Annie the next. So, the outcomes in both cycles are the same – but children will access these at the relevant year group. This allows us to ensure that the children when in year 3 achieve the year 3 outcomes and when in year 4 achieve the year 4 outcomes.

Curriculum Progression of skills and knowledge grids

Musical Theatre supplements the Kapow scheme of work that is used across school. In terms of progression of skills and knowledge the grids produced by Kapow reflect the vocal / singing skills and knowledge that are covered in Musical theatre.



Musical Theatre
Knowledge and skill

These cover Foundation Stage to Year 6. These support the staff with planning for a mixed class. They give clarity as to the expectation at each stage, they identify the specifics from the National Curriculum that are addressed by the skills and knowledge and they give expectations for working towards, meeting expectations and exceeding. These in turn support with planning differentiated tasks and also with assessment for learning as they give the specific guidance to the staff upon which judgements can be made.

IMPACT

The expected impact of Musical Theatre is that children will: -

- Be confident performers, listeners and will be able to express themselves musically at school and beyond
- Show an appreciation and respect for a wide range of musical styles and understand how music is influenced by the wider cultural, social and historical contexts in which it is developed.
- Demonstrate and articulate an enthusiasm for music and be able to identify their own personal musical preferences
- Along with the Kapow Music scheme ensure that the children will meet the expectations in the national curriculum for music
- Be passionate about music and the performing arts
- Develop confidence, self-esteem, aspirations, celebrate difference and support Mental Health and Wellbeing

Subject knowledge for teachers

Having a peripatetic music teacher support the planning and delivery of the musical theatre curriculum offer provides live ongoing CPD for our staff. They team teach with a specialist teacher each week.

Supplemented by the Kapow music scheme which also supports the development of strong subject knowledge for the staff through: -

- Ongoing CPD – in the form of videos developed to aid teacher subject knowledge and the acquisition of musical skills. There are also webinar available with music specialists linked to the scheme

Summary of Cycle A & B for Music and Musical Theatre

Y1/2

Shrek / Frozen

National Curriculum Coverage

- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- listen with concentration and understanding to a range of high-quality live and recorded music
- experiment with, create, select and combine sounds using the inter-related dimensions of music.

KLIPS

Performing

- Use their voices expressively by singing songs and speaking chants and rhymes.
- Rehearse and perform with others (for example, starting and finishing together, keeping to a steady pulse).

Listening

- Listen with concentration to a range of high quality live and recorded music and I can internalise and recall sounds with increasing aural memory.
- Know how music is used for particular purposes (for example, for dance, as a lullaby).

Creating

- Explore and express ideas and feelings about music using movement, dance and expressive and musical language.
- Make improvements to my own work.

Pitch

- Identify high and low sounds.

Duration

- Recognise the difference between long and short sounds.

Dynamics

- Differentiate between loud sounds, quiet sounds and silence.

Example Summary

Shrek the Musical really is a one-of-a-kind, hilarious fairy tale that every child loves.

Shrek' brings a fairy-tale message of:

- Acceptance & Beauty, We discover appearances can be deceiving.....Shrek is a green ugly ogre on the outside, and it is easy to assume he must be ugly inside as well, but he is absolutely not.
- Through the fantastic song "Let your freak flag fly" we are reminded that we all have beauty.... not just on the outside. We explore through the story that ugly can be beautiful, and sometimes beautiful can be ugly.
- Friendship is a central theme in Shrek the Musical. Shrek and Donkeys friendship is unique. Their friendship grows because they each have strengths that the other needs.
- We explore and discover why Friends are really important, they make you who you are. We look into positive friendships and trusting each other. Friendships aren't always plain sailing and there can be problems - disagreements, and different expectations about how the friendship should be, however like Shrek and Donkey, a true friend is always loyal and will always be by your side.

Y3/4

Matilda /Annie

National Curriculum Coverage

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- listen with attention to detail and recall sounds with increasing aural memory
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians

KLIPS:

Performing

- I can sing songs, speak chants and rhymes in unison and two parts, with clear diction, control of pitch, a sense of phrase and musical expression.
- Practise, rehearse and present performances with an awareness of the audience.

Listening

- Listen with attention to a range of high quality live and recorded music, to detail and to internalise and recall sounds with increasing aural memory.
- Know how time and place can influence the way music is created, performed and heard (for example, the effect of occasion and venue).

Knowledge & Understanding

- Explore and explain their own ideas and feelings about music using movement, dance, expressive language and musical vocabulary.
- Improve their own and others' work in relation to its intended effect. Pitch
- Determine upwards and downwards direction in listening, performing and moving.
- Show the overall contour of melodies as moving upwards, downwards or staying the same.
- Perform simple melody patterns.

Duration

- Respond to changes in the speed of the beat.
- Respond to the strong beats whilst singing.

Dynamics

- Recognise differences in dynamic levels.

Tempo

- Identify the differences between fast and slow tempos.
- Identify the tempo of music as fast, moderate, slow, getting faster or getting slower.

Tempo

- Identify the tempo of music as fast, moderate, slow, getting faster or getting slower.

Texture

- Recognise the difference between unison (one same pitched sound) and harmony (various pitched sounds at the same time).

Structure

- Recognise the difference between the verse and refrain of a song

Example Summary

The Matilda Musical Theatre offer is based on the children's story by the awe- inspiring writer Roald Dahl. We will look at the life of the extraordinary little girl Matilda, who has an incredible imagination, gift of telekinesis and love of books. We will delve into the challenges she faces, obstacles she has to overcome and how she is determined to stand up for what is right in order to change her own destiny.

With show stopping songs such as When I grow up, Quiet, Naughty, Miracle and Revolting children, we will take the children on an unforgettable musical journey of discovery. Through the magic of music, sound collage, dance, singing and script, we will look at being brave, overcoming obstacles, positive friendships, hope, aspirations, perseverance and resilience.

Y5/6

School of Rock / We will Rock you

National Curriculum Coverage

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- listen with attention to detail and recall sounds with increasing aural memory
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians

KLIPs

Pupils should be taught to:

Performing

- Sing songs, speak chants and rhymes in unison and two parts, with clear diction, control of pitch, a sense of phrase and musical expression.
- Practise, rehearse and present performances with an awareness of the audience.
- Listening
- Listen with attention to a range of high quality live and recorded music, to detail and to internalise and recall sounds with increasing aural memory.
- Know how time and place can influence the way music is created, performed and heard (for example, the effect of occasion and venue).
- Knowledge & Understanding
- Explore and explain their own ideas and feelings about music using movement, dance, expressive language and musical vocabulary.
- Improve their own and others' work in relation to its intended effect.

Pitch

- Identify the prominent melody patterns in a piece of music.
- Dynamics
- Recognise crescendo (gradually getting louder) and diminuendo (grad. getting quieter).
- Assess the appropriateness of dynamic choices such as accents (sudden loud notes, or sudden quiet notes).

Tempo

- Identify the differences between fast and slow tempos.
- Identify the tempo of music as fast, moderate, slow, getting faster or getting slower.

Texture

- Understand how the texture might vary in a song.

Example Summary

School of Rock is an incredible, hilarious and inspiring show. The stunning songs written by the legendary Andrew Lloyd Webber makes the show a magical masterpiece.

The story follows Dewey Finn, a failed, wannabe rock star who decides to pretend he is a qualified substitute teacher at a prestigious private school to earn some money.

Dewey is a keen musician and he turns a class of straight-A students into a guitar-jamming, Drum smashing, vocal blasting and mind-blowing rock band!

Behind the fun, we see themes of **inclusion, friendship and personal identity, confidence building, disappointment, rejection and self-belief.**

A truly wonderful musical that ticks the PSHE box. It is an ideal choice for Music, Drama and performing arts workshops.